



Evolution of a Networked Learning Community: Interweaving action-research and program evaluation to create a PK-20 school-university collaborative partnership for learning and innovation.

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Alaska Educational Innovations Network

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BUILDING COMMUNITY SHARING WISDOM NOURISHING LEARNING

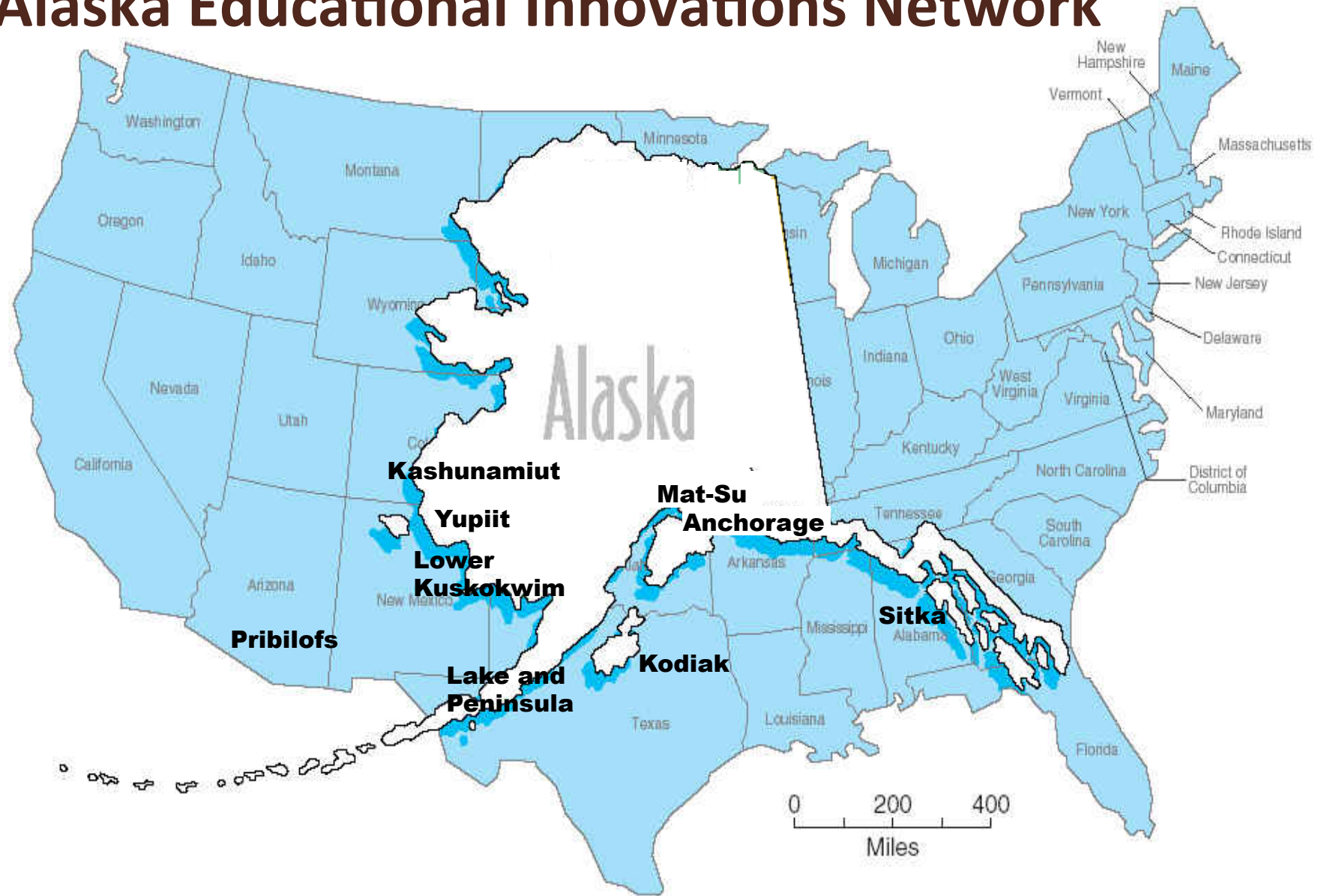
*A school-university partnership
working together*

- *through reflective professional learning*
- *to create an interdependent network*
- *focused on student learning*
- *using culturally responsive teaching & data-informed decision-making*

*\$9.3 million Teacher Quality
Enhancement grant from US DOE*

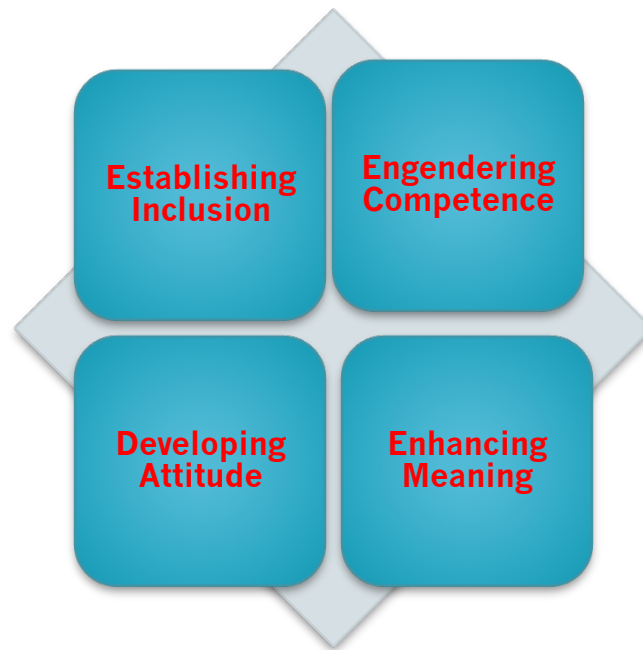


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Systemic Approach for Capacity Building





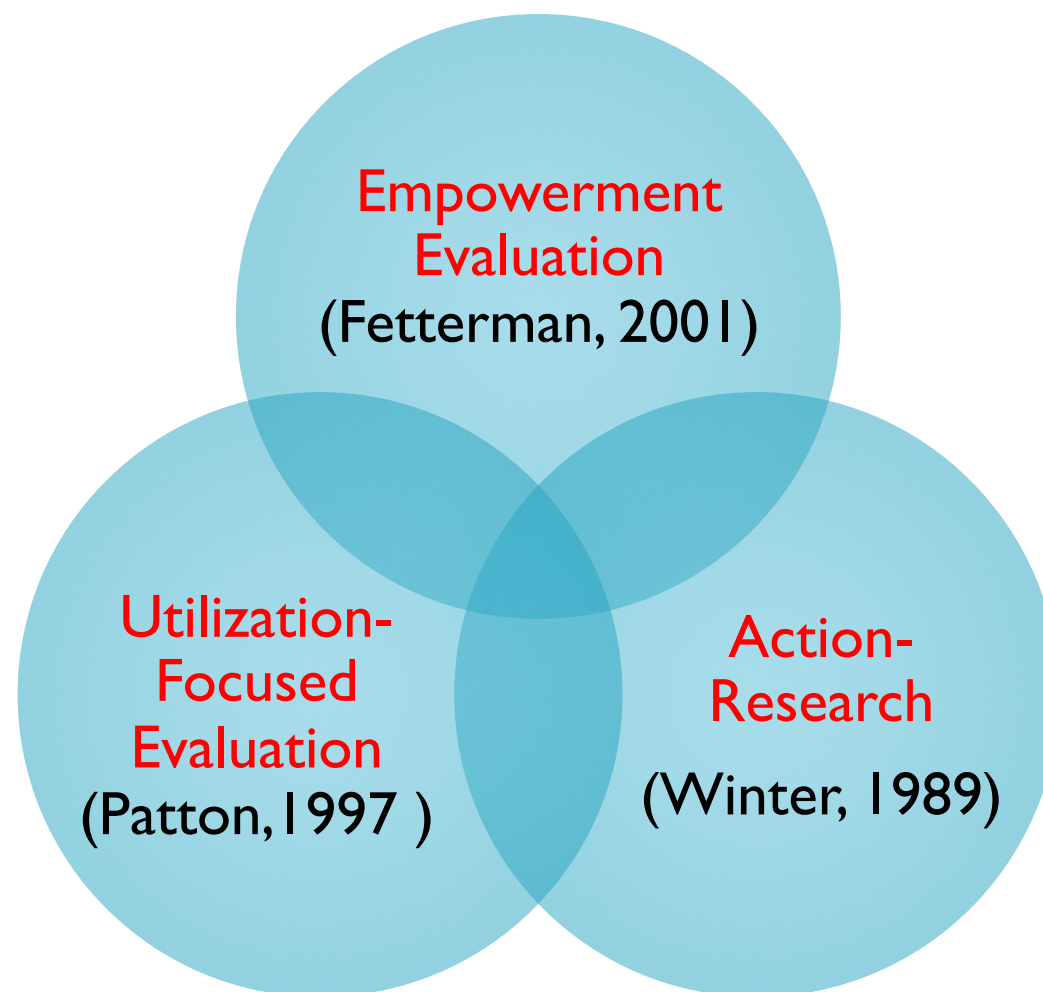
Culturally Responsive Motivational Framework
(Wlodkowski & Ginsberg, 1995)

Three Learning Models Frame our Work

Three Fields of Knowledge
(Jackson & Temperley, 2007)



Capacity-Building & Values-Oriented Evaluation/ Research Models



Shared Values of Evaluation & Research Models





Evolving the Network: Examining & Shifting our Practice

“ despite the fervour with which collegiality and collaboration are advocated...it turns out ...we do not often manage to actually work in those desirable ways” (Fielding, 1999).

- From delivering PD to facilitating learning
- From meetings to communities of practice
- From reporting to inquiry & celebration
- From “contrived” to “radical” collegiality



Shift I: Delivering PD to Facilitating Learning


Catalyst for Change: Failure of Conventional PD Model

- PD evaluations were positive
- Yet no evidence of changes in school practices, nor the development of collaborative and networked activities
- Prompted self-reflection and critique of assumptions, theories of action, practices



Shift 2: Meetings to Community of Practice Catalyst for Change: Getting “buy-in” from network school members

- Framed design and self-reflection/evaluation of network activities around CRT Motivational Framework
- Co-construction of Agendas
- Brought our “problems of practice” in network development to network members
- Use of web 2.0 tools--NING & E*live



Shift 3: Reporting to Inquiry & Celebration Catalyst for Change: Lack of “progress” with school improvement efforts

- Logic Model process to support both network and network school development
- Adapted Data-wise (Boudett, City & Murnane, 2005) as a shared inquiry model
- Annual Celebration—Poster Session



Shift 4: From Contrived to Radical Collegiality

Catalyst for Change: Conversations focused on “surface” issues of practice

- Use of Appreciative Inquiry
- Explicit focus on vulnerability & trust
- Engaged as critical friends
- Intentional dialogue protocols:
 - Probing questions
 - Discernment process

AEIN Celebration 2010:AEIN Poster

Emergence of Networked Learning

Alaska Educational Innovations Network (AEIN) believes that the expertise to improve schools and student learning exists within Alaska's schools and universities, and that through networked learning this expertise can be effectively applied to school improvement efforts.

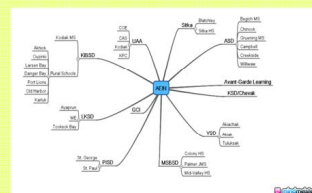
Networked Learning:

- Uses research-recognized tools such as logic models to integrate, focus, and improve staff efforts around understanding and using data, assessing student growth and achievement, and improving instruction and learning.

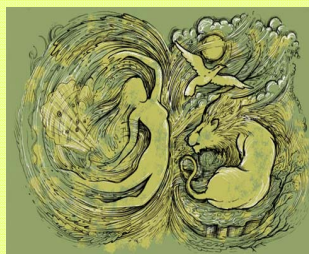
- Builds capacity within schools and the state to design, implement and evaluate effective school improvement strategies.

Outcomes:

By building on the wisdom and expertise from partners across the network, school improvement efforts become both cost-effective and context specific, both for local schools and Alaska.



The partners are all represented in a traditional model. Through our process, we evolved to the network on the right.



Threadless Poetic Synergy. <http://www.flickr.com/photos/teacup/7027752061/>

Emergence:

"Change begins as local actions spring up simultaneously in many different areas. When they become connected, local actions can emerge as a powerful system with influence at a more comprehensive level."

Wheatley and Frieze "Using Emergence to Take Social Innovation to Scale"

Voices from Network Leaders:

"I've learned how to use data to create a logic model to improve performance, both my own and my students."

"I've learned that there is no one solution for everyone."

"That I have a voice and my experiences can add information to the teaching community."

"I have learned that developing a logic model can be painful but promotes a sense of shared purpose and goals."

Research:

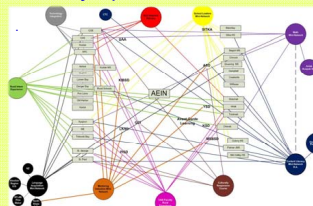
Recent results from a fifteen year study by the University of Chicago Consortium on Chicago School Research, found that schools are ten times more likely to improve student achievement with support across leadership, professional development, environment, strong instructional guidance and materials, and a welcoming attitude towards parents and community.

State-wide Initiatives

Alaska's Department of Education and Early Development (DEED) has recently produced a self-study guide for districts engaged in improvement efforts. The guide asks districts to assess their efforts across six domains including: leadership, professional development, environment, curriculum, instruction, and assessment.

Our Findings:

AEIN's networked learning provides supports across DEED's six domains as well as parent community emphasis.



Student achievement results are promising.



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AEIN Celebration 2010: Network School Poster

Mikelnguut Elitnaurviat and SIOP



Who are we?

Mikelnguut Elitnaurviat is a English primary school servicing the grades of PreK-2. We have 275 students, and 52 staff members.

Our inquiry question.

How do we successfully implement the Sheltered Instruction Observation Protocol (SIOP)?



Why SIOP? This year a District initiative was to intervene on our high population of Limited English Proficient students. SIOP was mandated by the District. We started the year trying to implement SIOP with very little knowledge. This was frustrating and not successful.

Using the logic model we created a path for a two year plan. We started with a SIOP book study in our grade level teams. We made a plan of implementation for the rest of this school year and next year.

A 2 credit class was also created continuing with a more in-depth look into the SIOP book. Professional Learning Communities were formed that fostered a peer observation. This was a major undertaking which have had it bumps as well as it success.

Several adults from with-in and out of the school have been major leaders in this process. We are a critical stage with many more steps to making this a success.



Being part of the team has given us time to focus on the changes we wish to make and tools and resources to make these changes happen. AEIN has provided support through external organizations such as CRIOP to help make a already positive program more culturally responsive. AEIN has not only helped ME look at our school and our programs more in-depth, but also to go beyond looking at the issues and start-making a constructive effort at changing them.

AEIN's Language resources have been a major factor in the changes here at Mikelnguut Elitnaurviat.





Interweaving Empowerment Evaluation & Action-Research: Lessons Learned

- Empowerment evaluation supported macro focus on project as a whole
- Action research supported micro focus on the examination of practice in the teaching-learning space
- Neither alone was sufficient
- Together they allowed us to:
 - *Grapple with unexamined core concepts & assumptions*
 - *Adapt to the iterative and organic nature of networked learning*
 - *Be responsive to contextual shifts*



Quyana...Thank you

www.uaa.alaska.edu/aein

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